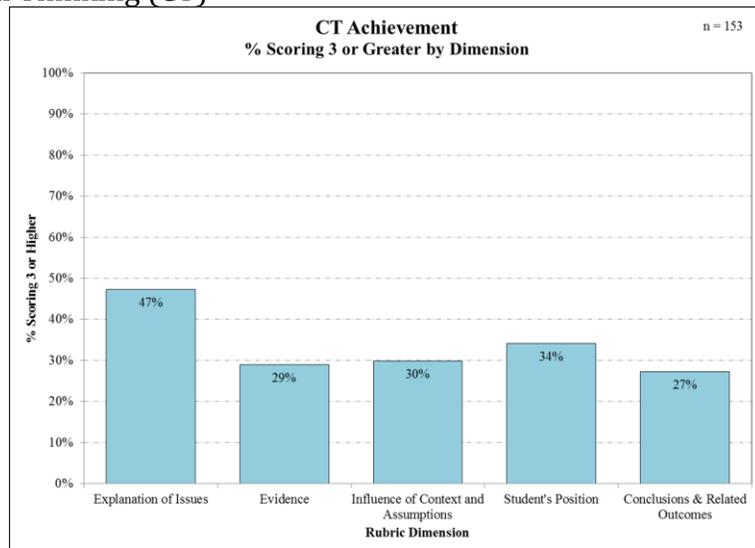


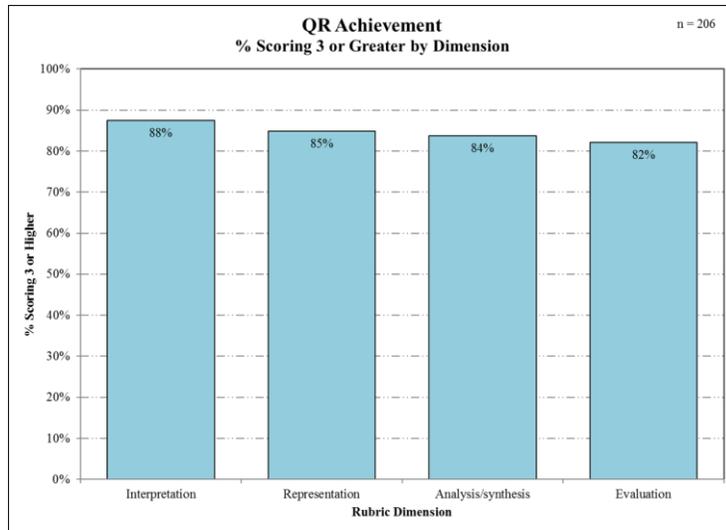
General Education Assessment Wrap-Up Meeting – 5/10/2016

LAC Members and invited chairs, deans, and coordinators.

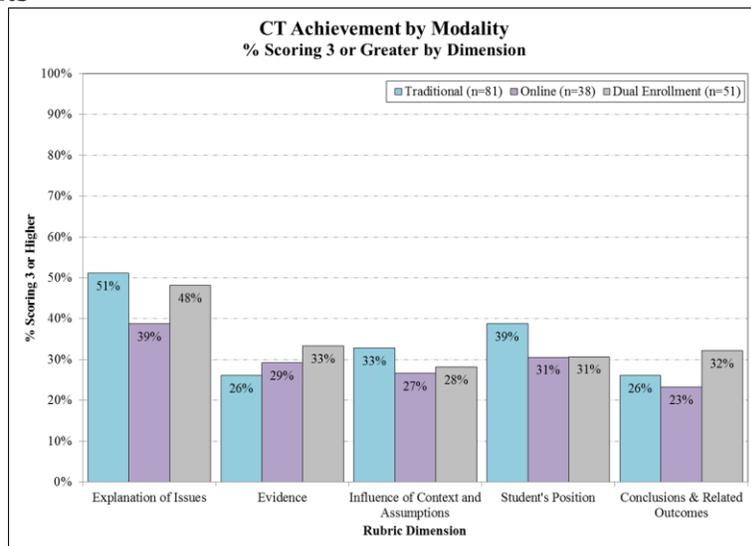
- A. Trogan welcome participants and provided an overview of the year's work in academic assessment.
- E. DeLuca reviewed the recent history of events regarding General Education assessment from the creation of the General Education Assessment Subcommittee (GEAS) in spring 2014 through the review and application of the AAC&U model.
- J. van Gaalen reviewed the course of professional development for AY 2016-2017 highlighting some of the workshops and opportunities as a result of the General Education assessment since the pilot study completed for AY 2014-2015.
- J. van Gaalen presented results of the AY 2016-2017 General Education assessment including:
 - Artifact collection data (submission #s, disciplines represented, scorer volunteers)
 - Achievement data on:
 - Critical Thinking (CT)



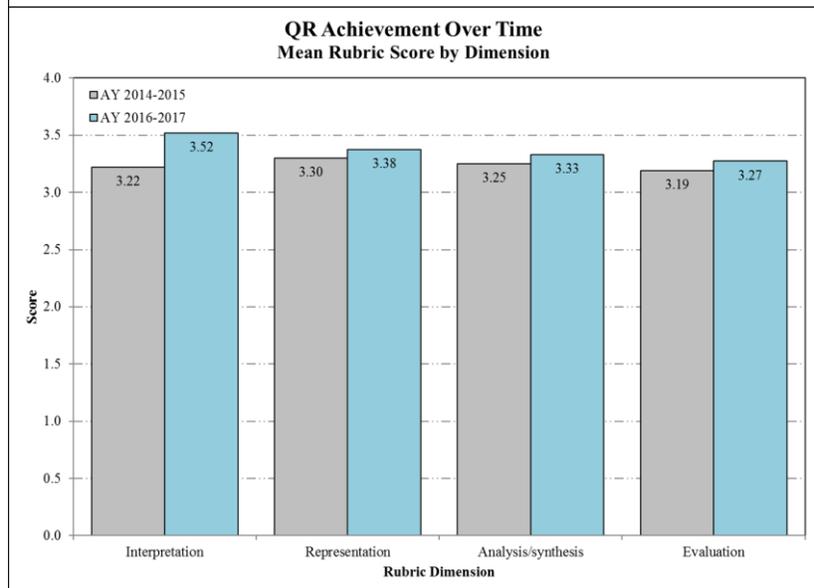
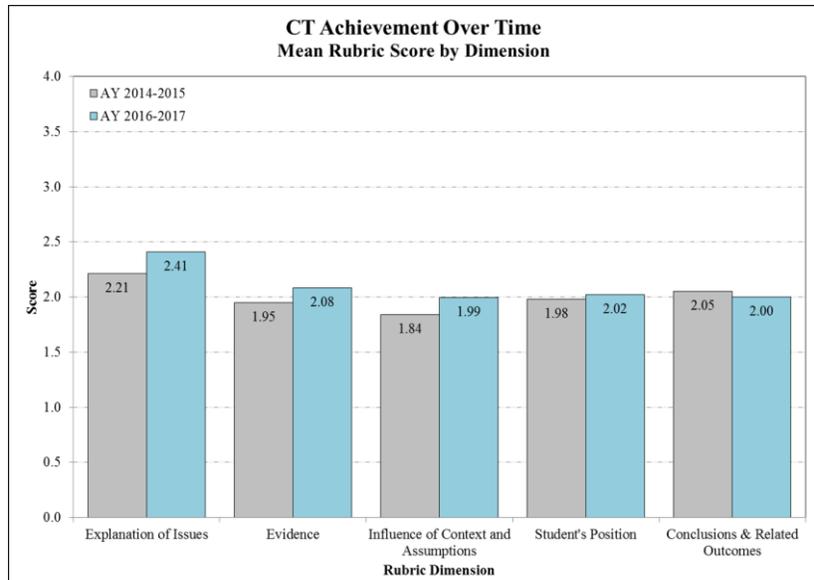
- - Scientific and Quantitative Reasoning (QR)



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- Comparisons with Traditional, Dual Enrollment, and Online students

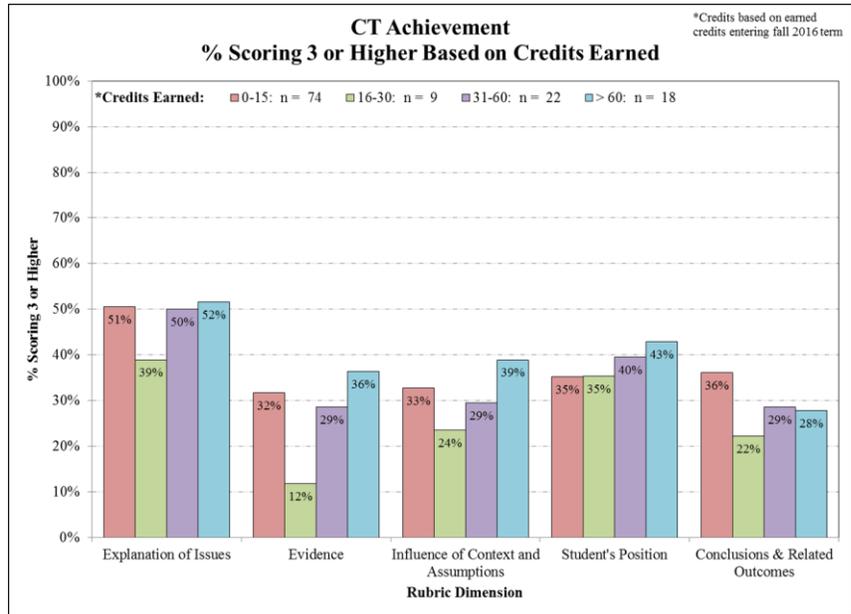


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- Dr. van Gaalen noted a huge increase in participation from dual enrollment (offsite) instructors in terms of volunteered assignments (1 in 2015-2016 to 6 in 2016-2017)
- Comparisons with previous studies

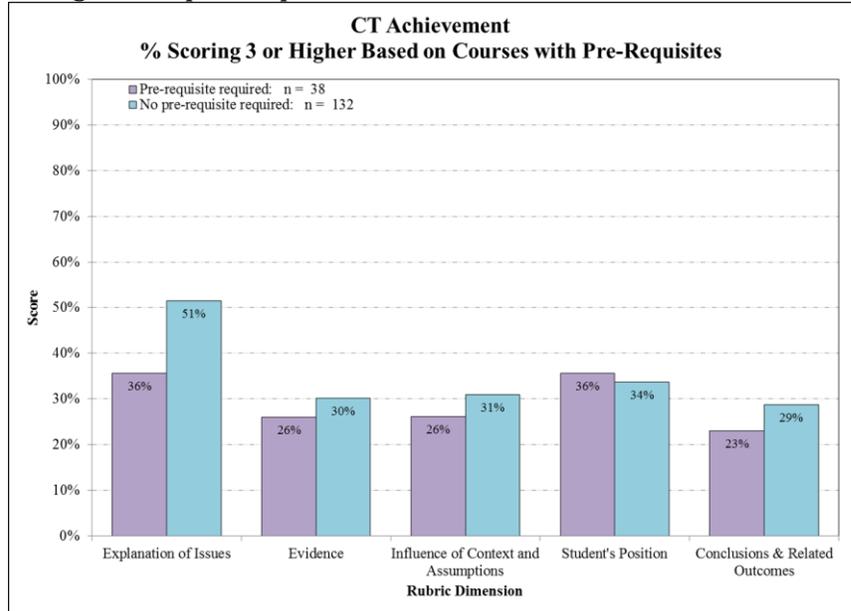


- Value added studies measuring achievement based on the number of credits earned.

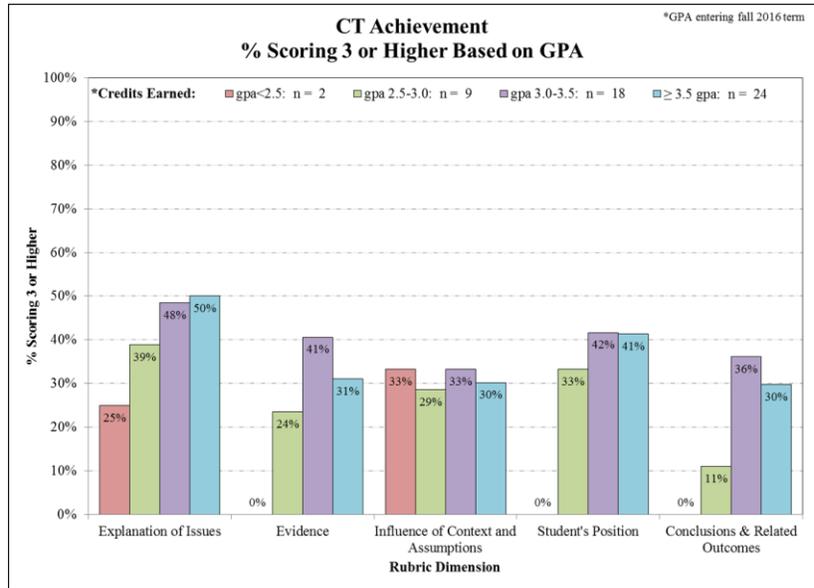
- CT Achievement based on credits earned



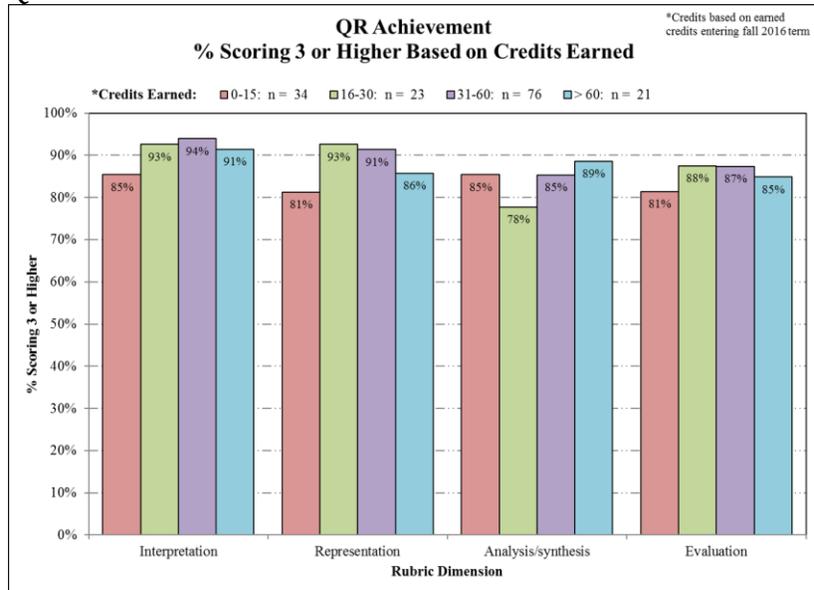
- CT achievement based on whether the course has any college-level pre-requisites or not.



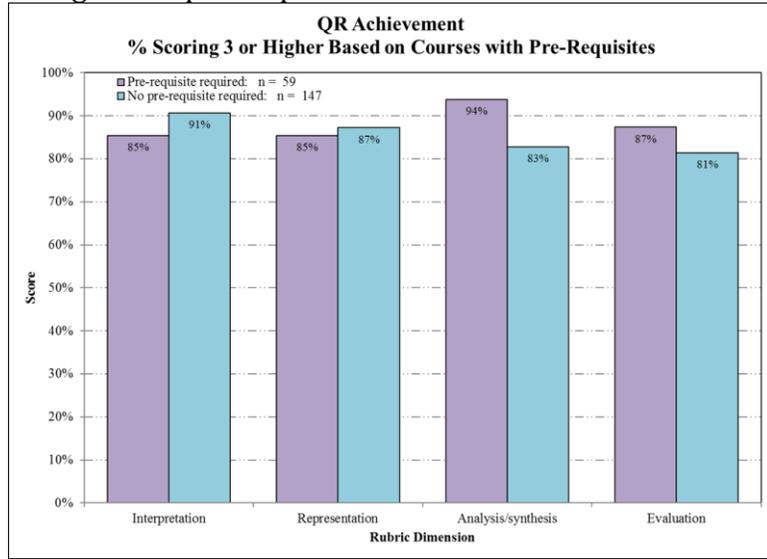
- CT achievement based on GPA



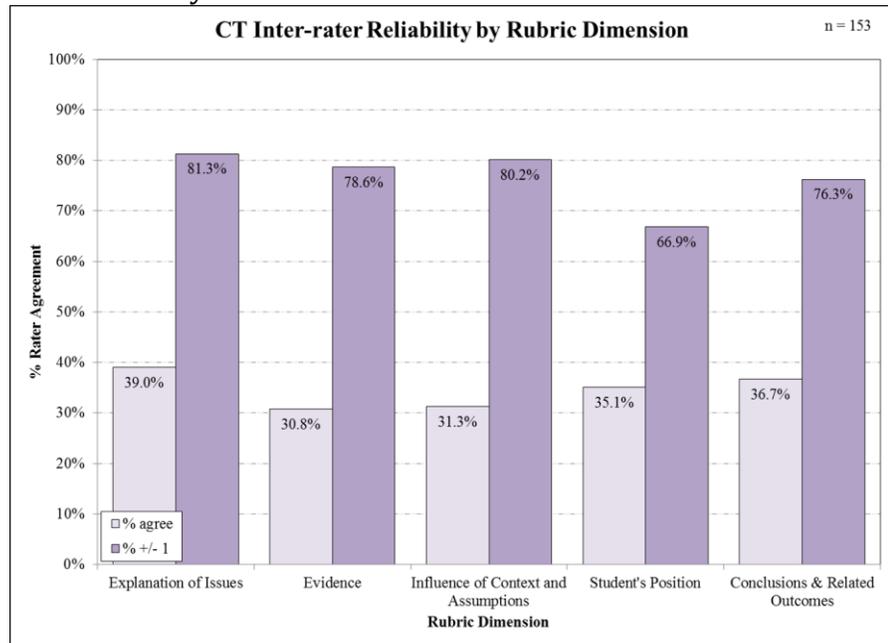
- QR achievement based on credits earned

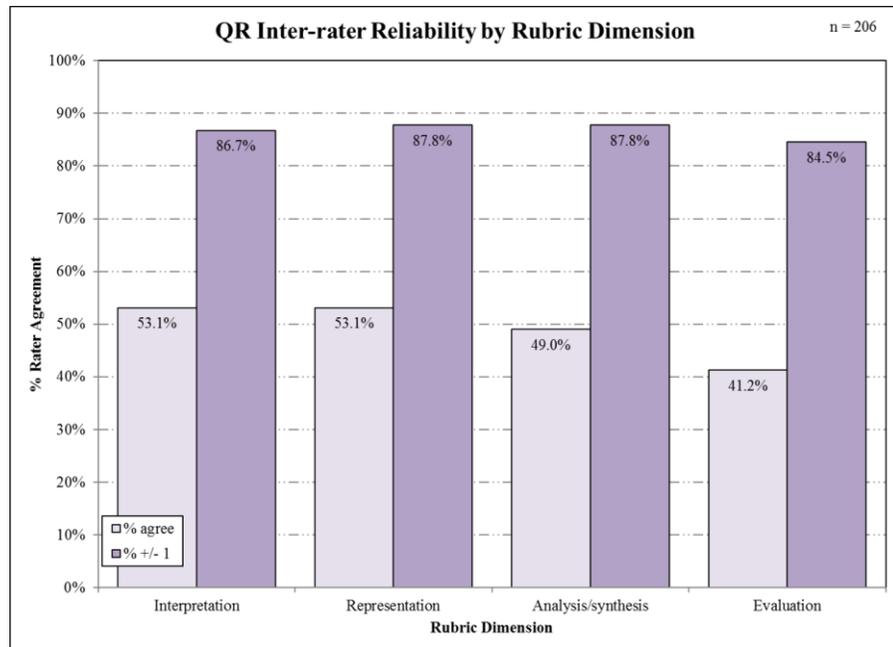


- QR achievement based on whether the course has any college-level pre-requisites or not.



- Inter-rater Reliability data on:





- The committee reviewed qualitative feedback from the scoring team.
- Critical Thinking Rubric:
 - J. van Gaalen reported that responding scorers indicated that the rubric is a good instrument for essays and research papers but limited when scoring groups of sentences or other incorporated works such as images and graphs.
 - J. van Gaalen reported trending responses as follows:
 - Benchmark levels of “Evidence” and “Conclusion” could express a lower level of ability.
 - Found parameters of dimensions and achievement levels to be thoughtful and discriminating
 - Critical thinking “has never been adequately defined” so qualifying as critical thinking in one area might not in another making scoring cumbersome and in some cases unmanageable.
 - K. Paschall noted that assignments were wonderful but didn’t always have much to do with the rubric and was hopeful that the planned summer work group regarding rubric revisions would solve this problem.
 - E. DeLuca provided further detail on the Summer Work Group plan and course of action, confirming it would tend to these matters.
 - A. Trogan noted working as a liaison between LAC Professional Development Subcommittee and the Professional Development Committee to keep both apprised on upcoming ideas and plans for workshops and news/information.
- Scientific and Quantitative Reasoning Rubric:
 - J. van Gaalen reported that responding scorers indicated no real problems with rubric. Difficulties result when assignments don’t

pertain to particular categories in rubric or when guidance from assignment is lacking.

- J. van Gaalen reported trending responses as follows:
 - Many assignments did not require much (or any) “Analysis/Synthesis” or “Evaluation”.
- S. Eggleston noted that the Math Dept. will have model assignments in place for a portion of their courses for Fall 2017 such that, going forward, in the new model, if a course identified as “Integral” to an assessed competency is selected an assignment would be readily available college-wide that instructors would be using.
- J. van Gaalen reminded attendees that the AY 2017-2018 General Education Assessment focus would be on “Research” and “Investigate” in the C-R-E-A-T-I-V-E acrostic and listed the below courses (with one edit for a Nursing course) as the courses which may be tapped for assessment:

“R”				
BSC 1086C	CGS 1000	CIS 2321	CJC 1000	CJE 2600
CVT 2920	DEH 2300	DEH 2400	DSC 1006	DSC 3034
EDE 4220	EDE 4304C	EDF 2005	EDG 3410	ENC 1101
ENT 3003	ENT 3172	ENT 4004	ETD 1320	ETD 1530
FFP 1510	FFP 1540	FFP 1824	FFP 2301	FFP 2706
FFP 2770	HFT 1000	HFT 2600	HSA 3113	HSA 4184
LIS 2004	MAC 2313	MAN 3641	MAN 4402	MAN 4701
MAN 4723	MAR 3231	MNA 3037	MNA 3039	NUR 4165
PAD 3204	PAD 4426	PAD 4878	PLA 1103	PLA 2114
PLA 2610	RET 2930	RET 4034	RET 4050	RET 4715
SBM 2000	SLS 1301	SUR 2140C	TAX 2000	TAX 2010
TAX 2401	TRA 1430			

“I”				
BCT 1760	BSC 1011	CJE 1300	CJE 2602	COP 2823
COP 2830	CTS 2321	CTS 2334	CVT 1200	CVT 2420C
CVT 2620C	DSC 1006	DSC 2590	ENC 1102 Tech	ENC 1102 Essay
ESE 4323	FFP 2780	GIS 1040	HSC 4933	MAN 2021
MAN 3120	MTG 2206	NUR 3125	NUR 3145	NUR 4827
NUR 4827L	PAD 4034	PLA 2600	PLA 2930	PLA 2942
REL 2300	RET 1007	RET 2234C	RET 2254C	RET 2264C
RET 2714	RET 4445	TRA 2010		

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- A. Trogan and E. DeLuca closed the session by thanking the participants for their hard work in supporting General Education Assessment across departments.